UNDERSTANDING AND APPLYING FLIPPED CLASSROOM IN EFL TEACHING

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Abstract: Recent development of technology in some ways has changed how English as a foreign language (EFL) should be taught or learned. One of the changes is that students can better prepare their classroom learning by doing learning activities using technology at home. Then, in the classroom, the students deepen their understanding of the materials with the help of the teachers through discussion and assignments, This way of learning is called *flipped classroom.* This paper aimed to explain the nature and benefits of flipped classroom, inform the results of research studies applying flipped classroom, show models of teaching and learning activities in flipped classroom, and suggest a practical away in collecting learning materials for flipped classroom,

INTRODUCTION

When I hear the word ‒classroom, ‖ I usually think of a spacious room full of wooden desks and chairs neatly arranged in about two-thirds of the size of the room. I also imagine that the students are seated in a straight lining from left to right and from back to front. In this position, all of the students are conditioned to see to the from side where the teacher usually stands and does his or her teaching duty. I cannot easily eradicate my thought about this kind of classroom as I had been one of the students occupying this type of classroom from my primary to secondary education. When I was then in the tertiary level, the condition of the classroom changed a little bit as the desks were replaced by wooden pads attached to the chairs. In this type of classroom, the teacher becomes the central figure as he or she manages all of the teaching and learning activities.

With the development of Information and Communication Technology (ICT) and especially the Internet, the type of classroom illustrated above (henceforth it is called the conventional classroom) is still abound. However, the Internet offers some new types of classroom, namely —virtual classroom,‖ ‒conventional classroom with blended learning and ‒flipped classroom, ‖ A virtual classroom has students but these students do not get together in a building like the one used in the conventional classroom. The teaching and learning activities

are conducted online and therefore the students can come from different parts of the globe, as there is no national boundary. The two other types of classroom may have been seating arrangement like the arrangement in the conventional classroom. However, in these two types of classroom the teaching and learning activities are managed differently. In the conventional classroom with blended learning, the classroom activities are divided into two modes: offline (face to face) which is conducted in the classroom and online which is conducted by using Internet applications (apps) such as Blog, Edmodo, Facebook, Google Classroom, Instagram, MOODLE, and other types of apps. The other type of classroom is the flipped classroom, flipped classroom differs from the conventional classroom in the roles that the teacher and the students perform in the teaching and learning activities. This paper focusses on the flipped classroom by explaining its nature, presenting the results of research on flipped classroom, providing model of teaching and learning activities, and giving some tips in collecting materials for flipped classroom.

THE NATURE AND BENEFITS OF FLIPPED CLASSROOM

If ICT had not developed as we have seen it today, flipped classroom might not have been proposed in education, Thus, the conventional classroom would be the dominant feature in most or all of the classrooms. In the conventional classroom, students learn the lesson in the class and they read the instructed materials and do the homework at home. The Flipped Learning Network (http://flippedlearning.org), an organization which deals with the development and practice in flipped learning defines flipped learning as

> ‒a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter‖

Thus, in the flipped classroom, students read the materials by themselves, view video lessons related to the materials and work on some exercises at home, and in the classroom, they apply the knowledge by discussing the materials and/or solving problems.

In the writing classroom in particular, the writing tasks given in a flipped classroom differ from those given in a traditional writing class. The traditional classes tend to be silent as all students focus on listening to teacher's explanation on the writing materials. This is then followed by a period of writing process in which all of the students keep silent. In the flipped

classroom, students view video lectures and learn other materials at home, and then they participate actively in the discussion led by the teacher in the classroom (Arnold-Garza, 2014, cited in Afrilyasanti *et al*. 2016). As a result, there is a shift in face-to-face class time, from a teacher-centered interaction to a student-centered interaction (Bergmann & Sams, 2012, cited in Afrilyasanti *et al.* 2016).

Flipped classroom offers a number of benefits in instruction. Khan (2011) undoubtedly states that flipped classroom provides opportunity to students to be able to view, listen to, or read preparatory materials outside the classroom, hence, within classroom period they already know what they need to discuss. Other benefits of flipped classroom are as follows (from *The flipped learning model* video, YouTube).

(1) In the flipped classroom, especially at home, the students can learn the learning materials at their own pace. For example, students may play and view a video lecture twice or three times if they think that they still do not understand the content at the first viewing.

(2) Flipped classroom is more efficient as the students are already prepared when they go to the classroom. The students could integrate the lessons they learn from videos or other online materials.

(3) The students have more learning time in the classroom as more time can be used for discussion, problem solutions, and projects.

(4) During the classroom work session, all of the students can get the benefits from working together and help each other; the less advanced students can learn from the more advanced students.

In addition to the benefits that the students can get, the flipped classroom teacher also get the ease in targeting the students that need assistance. In the conventional classroom, only students who are confident to contribute can be known and responded by the teacher. In the flipped classroom, the teacher can help the students who really need help regardless of the level of their confidence

RESEARCH STUDIES APPLYING FLIPPED CLASSROOM

In the early development of flipped classroom, this new approach of instruction was widely practiced in the teaching of subjects other than EFL. However, more recently, a lot of research regarding practices in the use flipped classroom and its effect has been conducted in many EFL settings. In Saudi Arabia, Alsowat's (2016) research compared two groups of Saudi Arabian students: one group was taught by using flipped classroom and the other group was taught in the conventional method. The result revealed that the students in the experimental group who were taught by using flipped classroom significantly improved their language higher order thinking skills and they felt satisfied with the teaching process in the flipped classroom. More importantly, the students in the flipped classroom could be more intensively engaged in the learning process handled in the flipped classroom. The research conducted by Alnuhayt (2018) which also involved Saudi Arabian students showed that the students in the experimental group who were taught by using flipped classroom achieved significantly better EFL vocabulary mastery than the students in the control group who were taught in the conventional method. The questionnaire distributed to the students in the flipped classroom showed that they enjoyed the learning process and they had positive perception towards the application of the flipped classroom.

Several research studies involving Iranian students also showed the efficacy of flipped classroom. Abaeian and Samadi (2016) found that the Iranian EFL students taught in the flipped classroom had better achievement in reading comprehension compared to those who attended lecture-based teaching strategy. Their result of the research was supported by Karimi and Hamzavi (2017) who conducted a study focusing on the effect of flipped classroom model on EFL students learning achievement in reading comprehension. The results showed that the flipped classroom boosted the students achievement significantly and they had positive attitudes toward the application of flipped classroom. Experiments on flipped classroom in the teaching of writing conducted in Turkey (Ekmecki, 2017) showed similar result. The students in the experimental group had significantly better writing achievement and they had positive attitudes toward flipped classroom.

In Indonesia, some research studies on the use of flipped classroom in EFL learning achievement have been conducted. Two of the research studies examined the effect of the flipped classroom on the students'EFL writing achievement (Afrilyasanti *et al*., 2016; Mubarok,

Cahyono, & Astuti, 2019). Afrilyasanti *et al*. (2016) found that there was a significant difference on the students' writing ability after the implementation of flipped classroom. They also found that there is interaction between flipped classroom and students'learning styles (accommodating, converging, diverging, & assimilating,), Students with different learning styles achieved different writing scores, with students having accommodating and converging learning styles had better achievement than the students with other learning styles. In the same vein, Mubarok *et al*.'s (2019) research reported that ―flipped classroom model gave a significant impact on students' writing achievement‖ (p. 128) Involving two types of students (field independent and field dependent students), their research suggested that the field independent students achieved better writing performance than the field dependent students. A perceptional study examining the students' responses on the application of flipped classroom in the Indonesian context showed that the instructional approach was responded positively by the students and they thought that their writing competence could be improved due to the application of flipped classroom (Afrilyasanti, Cahyono, & Astuti, 2017).

MODEL ACTIVITIES IN FLIPPED CLASSROOM

As mentioned earlier, the flipped classroom differs from the conventional classroom in the teaching and learning activities and the sequence of the teaching and learning activities at school and at home. In this section, two model activities in the teaching of writing are shown. The first is the teaching of how to write narrative texts at a senior high school level (Afrilyasanti, *et al*., 2016) as shown in Tale 1.

Table 1. Model Activities in a Flipped Classroom 1 (Afrilyasanti, Cahyono, & Astuti, 2016)

Meeting	The Conventional Classroom	The Flipped Classroom
1	*At School* • The students are given an explanation on the teaching material • They are given homework to write a narrative text. *At Home* • The students work on their homework.	*At School* • The students are introduced to the ideas of flipped classroom model and assisted to join online class created by the teacher. *At Home* • The students watch video lectures, read online materials, finish a quiz related to the information gotten from the video lectures and reading materials learned. They also complete their ―Student Learning Checklist.‖

2	*At School*	*At School*
	• The students submit their homework.	• The students discuss their understanding on the materials learned at home.
	• They are given an explanation on the continuation of the teaching material and writing exercises.	• The students start working on their writing and have peer checking and teacher's assistance on their writing process.
	• They are given homework.	*At Home*
	At Home	• The students watch video lectures, read online materials, finish a quiz related to the information gotten from the video lectures and reading materials learned, and complete their ‒Student Learning Checklist.‖
	• The students work on their homework.	
3	At school	*At School*
	• The students submit their homework.	• The students discuss their understanding on the materials learned at home.
	• They are given an explanation on the continuation of the teaching material and writing exercises.	

As shown in Table 1, the conventional classroom activities at school is center on the explanation given by the teacher about a new topic (writing narrative texts) and its continuation, and at home the students do he homework assigned by the teacher. Unlike, the conventional classroom, the flipped classroom has emphasized the activities conducted by the students at home, varying from watching video lectures on the materials and reading online materials, to working on a quiz and complete the student learning checklist, while at school the students have discussion on the materials with guidance and assistance from the teacher.

The second is the teaching of how to write an argumentative text at the tertiary level (Mubarok *et al*., 2019) as displayed in Table 2.

Table 2. Model Activities in a Flipped Classroom 2 (Mubarok, Cahyono, & Astuti, 2016)

Outside Classroom	
Traditional Classroom	**Flipped Classroom**
Students working on their homework to complete their writing from the previous meeting.	Students access an online learning platform to cover learning materials (e-book, lecture videos, and online assignment) on argumentative essay for the upcoming meeting

Inside Classroom			
Traditional Classroom		**Flipped Classroom**	
Activity	**Time**	**Activity**	**Time**
Students receive warming up activity	5 min	Students receive warming up activity	5 min
Students discuss their homework from the previous meeting lead by the teacher	20 min	Students' results from online learning are clarified and reinforced by the teacher	10 min
Students receive new materials delivered by the teacher in the classroom	35 min	Students construct writing along with the guidance from the teacher and doing pair feedback when the writing has been completed	70 min
Students construct writing along with the guidance from the teacher	25 min	Students receive information dealing with the next online learning activity and parting.	5 min
Students receive homework to finish the writing construction at home and parting	5 min		

Table 2 indicated that the conventional classroom (which is also termed as the traditional classroom) the teacher is dominant in delivering materials at school (inside classroom) after the homework is discussed and the students do the homework assigned by the teacher at home (outside classroom). On the contrary, in the flipped classroom, at home the students learn materials in an online platform in which they can get access to video lectures to watch, e-book related to the materials, and online assignment. At school the students'understanding of the online learning at home was clarified and reinforced by the teacher.

COLLECTING MATERIALS FOR FLIPPED CLASSROOM

In the flipped classroom, one of the teacher's responsibilities is preparing materials and exercises accessible for the students when they are learning at home. Given the variety of materials that the students need to use, it is necessary for the flipped classroom teacher to prepare materials of various types of files, such as texts (MS Word, PDF, Excel), images (pictures, picture series), websites (institutional websites, wikipedia, blogs), MP3 (songs, podcast,), and videos or MP4 (stories, mini lectures, functional text), Therefore, the teacher should choose an application that fits the need of the students in the flipped classroom. A lot of literature review suggests that online platforms are used in the flipped classroom without specifying the platform. In this paper, I would like to propose the use of *Padlet* as a medium to collect the learning

materials that can be used in the flipped classroom for Indonesian EFL sudents at secondary level..

Padlet is an Internet application which can be accessed through Google account. Padlet consists of at least three pads that can be used for different purposes for free. From the three pads, one can be chosen as an example of place where different types of files can be stored. There are options of how different files can be arranged in Padlet. For this purpose, ‒Shelf‖ type is recommended. The ―Shelf type in Padlet can have many columns that can be categorized according to the need. For example, materials can be categorized on the bases of the types of files as follows:

- Column 1: Video Materials
- Column 2: Audio Materials
- Column 3: Text and Images

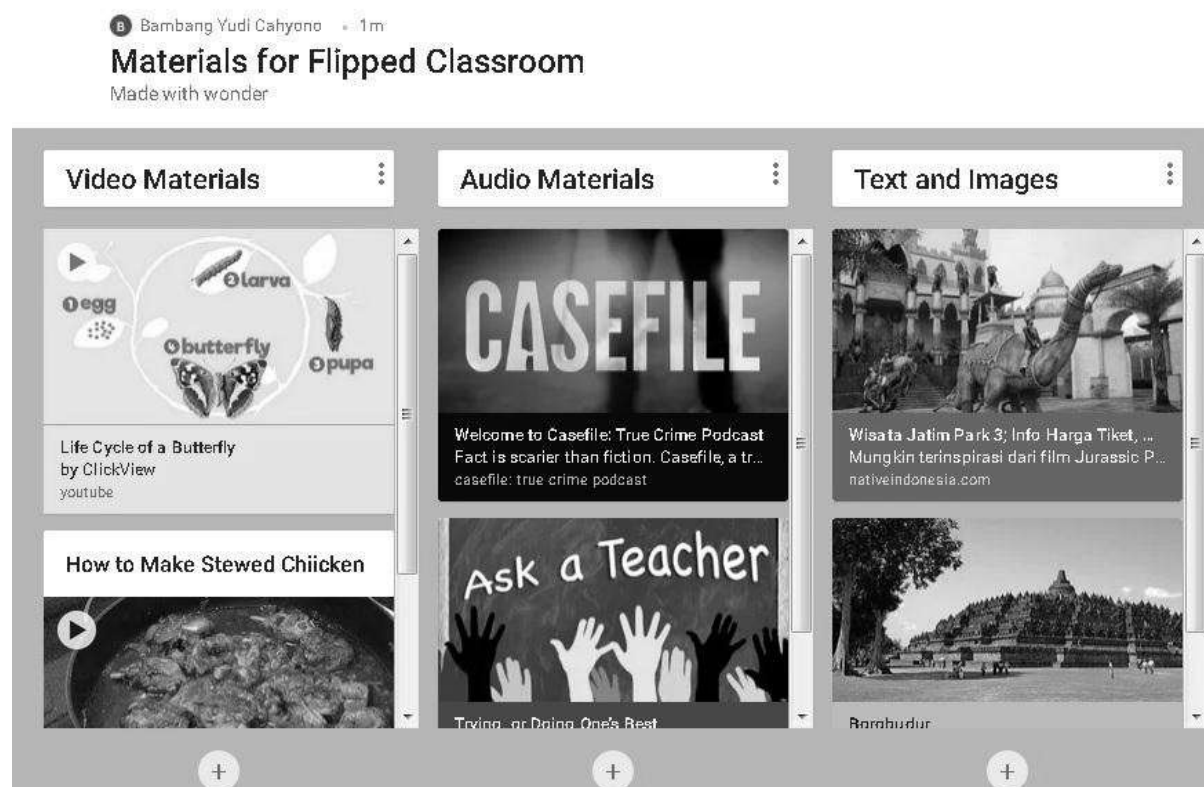The appearance of the padlet for the categogies in the shelf can be seen in Figure 1:

Figure 1. Appearance of the columns based on types of files

The categories may be based on the types of texts taught in Junior High Schools, like the following:

- Column 1: Narrative Texts (Complete this colomn with examples)
- Column 2: Descriptive Texts
- Column 3: Report Tects
- Column 4: Procedure Texts
- Column 5: Recount Texts
- Column 6 and so forth: Others

In each column, examples of certain types of texts can be given. For example, for narrative texts, the examples may include fairy tales, fables, and legends. For descriptive texts, examples can be in the forms of descriptions of people, animals, fruits, objects, and/or places). The other columns can be filled with relevant examples. The complete collection of materials for a period of time (for example, 3 weeks; 1 month, or longer time) enable the teacher to organize the tasks in the flipped classroom and the students can find it easy to check from the links and learn the materials.

CONCLUSIONS

This paper has briefly discussed the nature of flipped classroom and how it is different from the conventional classroom. This new instructional approach has been applied in various countries and it is found to be effective to teach EFL students. From the literature review it it evident that in many EFL subject matters or courses, students; achievement can be increased as a result of flipped classroom application. The students also have positive responses in the application of flipped classroom. In the application of flipped classroom, learning styles and strategies may influence the results of EFL learning. Therefore, teachers should provide direction and more assistance to the students who are less autonomous based on the learning styles, for example they should give priority to diverging and assimilating students compared to the converging and accommodating students. The teacher should also give more attention to the field dependent students than to the field independent students as the latter type of students are able to work more independently than the former type of students.

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